DOCUMENT RESUME

ED 229 601 CE 035 951

AUTHOR Minugh, Carol J.; Morse, Dian
TITLE Supportive Services Personnel. Career Planning and Vocational Programming for Handicapped Youth.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Philadelphia School District, Pa.
PUB DATE Oct 81
NOTE 108p.; For related documents, see CE 035 947-955. The Alliance for Career and Vocational Education also participated in the preparation of this document.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Accessibility (for Disabled); *Career Education; Compliance (Legal); Cooperative Planning; *Disabilities; Educational Planning; Exceptional Persons; Federal Legislation; Guidelines; Individualized Education Programs; Individual Needs; Mainstreaming; Program Guides; Pupil Personnel Services; *Pupil Personnel Workers; *Responsibility; Role Perception; Secondary Education; Special Education; Staff Development; *Vocational Education

ABSTRACT

This manual for supportive services personnel, one in a series of nine staff development guides prepared by the Philadelphia School District, clarifies roles and responsibilities of various staff members and parents in providing programs to meet the career and vocational education needs of mildly and moderately handicapped students. Designed to be relevant to the specific needs of supportive services personnel, this manual is organized into five sections. The first section provides an overview of vocational and career education of handicapped students from the perspective of supportive services personnel. Topics covered include legislative implications, roles and responsibilities, and vocational education. The second section, which makes up the largest part of the document, contains a specific responsibilities grid that specifies role responsibilities for the following personnel: blind and visually handicapped teachers, career development assistants, classroom aides, dental hygienists, pupil transportation personnel, hearing therapists/interpreters, home and school visitors, instructional advisors, occupational therapists, orthopedic aides, paraprofessional shop training assistants, photographers, physical therapists, psychiatric consultants, school nurses, school community coordinators, speech and language teachers, and vocational education project assistants. The final three sections consist of a summary of these persons' roles, an annotated bibliography, and selected readings. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED229601

SUPPORTIVE SERVICES PERSONNEL

Career Planning and Vocational Programming for Handicapped Youth

Prepared by The Alliance for Career and
Vocational Education
The National Center for Research
In Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

and

The School District of
Philadelphia
21st and Benjamin Franklin Parkway
Philadelphia, Pennsylvania 19102

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

October 1981

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

NCRVE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 035 951

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION

Arthur W. Thomas, President

Dolores Oberholtzer, Vice President

Augustus Baxter

Tobyann Boonin

Joseph H. Previty

Samuel H. Rubin

Felice Stack

George Phillip Stahl, Jr., Esq.

Dr. Nicholas E. Trollo

Dr. Michael P. Marcase,
Superintendent of Schools

Dr. Charles A. Highsmith
Deputy Superintendent

Dr. Bernard F. Rafferty
Associate Superintendent
for External Operations

Albert I. Glassman,
Executive Director
Division of Career Education

Dr. Winifred L. Tillery
Executive Director
Division of Special Education

FOREWORD

The issues of civil and human rights for the handicapped have had a major effect on our society. Several pieces of federal legislation, later adopted as state regulations, have been at the forefront of change in the delivery of special education services. This legislation includes The Education for All Handicapped Children Act (P.L. 94-142), The Vocational Rehabilitation Act, Section 504 (P.L. 93-112), and The Amendments to the Vocational Education Act (P.L. 94-482).

All of these mandates describe our society's commitment to quality programs for handicapped students, including special attention to career and vocational development.

Each law also outlines and requires adherence to the concept of "least restrictive environment"--the notion that, to the maximum extent appropriate to their needs, handicapped students should be educated with their nonhandicapped peers. A handicapped student should not be placed in a segregated or restrictive setting unless it can be shown that the student cannot benefit from a less restrictive program, even with the use of supplementary aids and services.

These manuals have been developed to clarify roles and responsibilities of school staff and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. I believe that you will find the materials extremely helpful. I commend their use and application in the interest of forwarding our commitment to the provision of outstanding educational opportunities for our exceptional students.

Michael P. Marcase
Superintendent of Schools

PREFACE

The Division of Career Education and the Division of Special Education of the School District of Philadelphia are proud to introduce this series of manuals on critical aspects of career education for exceptional students. Our dialogue in planning these books has strengthened our conviction that including career education instructional goals at every grade level is essential to the development of an appropriate program for all children.

The manuals reflect the Philadelphia School District's efforts to implement the following Career Education goals for exceptional students:

1. To assure that all students leave the Philadelphia schools with the skills, knowledge, and attitudes necessary to gain and maintain employment or to continue their education or training to the fullest extent possible
2. To make all career development and vocational programs accessible to all students without regard to sex or other traditional occupational stereotypes
3. To assure the accessibility of all career development and vocational programs to students with handicaps
4. To increase school-related work site experiences and employment opportunities for in-school youth
5. To assure that occupational training programs respond to the present and projected employment needs of the community

Faith in the exceptional student's capabilities is critical in achieving these goals. Every student can learn, and it is incumbent upon us as educators to ensure that students do learn to the best of their individual ability. An increased awareness of career education programs and our related roles--as administrators, teachers, counselors, and parents--will foster the development of an educational program that realizes the potential of each exceptional child. It is with this approach in mind that these materials have been developed, and we urge you to use them to improve instructional programs for exceptional students.

Win L. Tillery
Executive Director
Division of Special Education

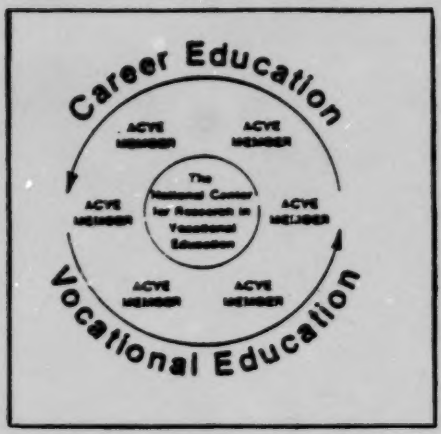
Albert I. Glassman
Executive Director
Division of Career Education

TABLE OF CONTENTS

	Page
FOREWORD	ii
PREFACE	iii
INTRODUCTION	1
OVERVIEW FOR SUPPORTIVE SERVICES PERSONNEL	7
Legislative Implications	9
Roles and Responsibilities	15
Vocational Education	24
SPECIFIC ROLE RESPONSIBILITIES	33
Specific Responsibilities Grid	35
Blind and Visually Handicapped Teacher	36
Career Development Assistant	40
Classroom Aide	42
Dental Hygienist	46
Department of Transportation Personnel	48
Hearing Therapist/Interpreter	50
Home and School Visitor	52
Instructional Advisor	54
Occupational Therapist	58
Orthopedic Aide	66
Paraprofessional Shop Training Assistant	68
Photographer	70
Physical Therapist	72
Psychiatric Consultant	82
School Nurse	84
School Community Coordinator	88
Speech Correction and Language Teacher	90
Vocational Education Project Assistant	96
SUMMARY	98
ANNOTATED BIBLIOGRAPHY	99
SELECTED READINGS	106

INTRODUCTION

The Alliance for Career and Vocational Education is a consortium of school districts from across the country and the National Center for Research in Vocational Education at The Ohio State University. The consortium was formed so that school districts and the National Center could work together on common priorities in career and vocational education.



This cooperative arrangement creates a "multiplier effect" whereby each school district, in addition to the outcomes and services for which it has contracted, also receives the products developed by other Alliance members. Thus, school districts are able to develop and implement comprehensive programs at far less expense than would be possible by working alone. The outcomes of the Alliance research and development efforts have enabled member districts to provide increased flexibility in career and vocational education programs that address the needs of all students. Alliance training programs and materials have also enabled members to expand from traditional forms of instruction to the development and management of individualized programs.

The enactment of legislation and the subsequent development of regulations and guidelines affecting education for handicapped individuals have a major impact on vocational education and its collaboration with special education.

The School District of Philadelphia contracted with the National Center for Research in Vocational Education, the Alliance for Career and Vocational Education, for assistance with the development of a comprehensive staff development plan for special and career education for handicapped youth. This project resulted in the development of the Policy and Procedures Manual and eight role-specific training manuals that comprise a comprehensive staff development package for collaboration between special and vocational education in the School District of Philadelphia.

The materials have an overall theme of "Career Planning and Vocational Programming for Handicapped Youth." The Policy and Procedures Manual is designed to provide a conceptual and programmatic overview of the career planning and vocational programming processes for handicapped youth in the Philadelphia School District. The manual communicates Philadelphia's commitment to appropriate career planning and vocational programming for handicapped youth. The eight training manuals are designed to the specific needs for the following groups:

- Administrators and Supervisors
- Principals
- Teachers
- Supportive Service Personnel
- Psychologists
- Student Evaluation Personnel
- Counselors
- Parents

Each manual contains an overview of the opportunities for each school staff or faculty member to assist handicapped youth in career planning and vocational education. In addition, the manual contains role-specific responsibilities, including activities and projected outcomes.

Policy and Procedures Manual

Major emphasis is placed on the functions of the Child Study Evaluation Team (CSET) and the development of the Individualized Education Program (IEP) as structures for conducting the assessment, evaluation, and follow-through for vocational placement and supportive services. The manual also includes information on full service implementation of vocational programming for handicapped youth and the procedures necessary for the monitoring and evaluation of programs.

The Policy and Procedures Manual further identifies the definitions and legal implications that provide the guidelines for programmatic structure and focuses on the process and procedures necessary to provide career planning and vocational programming for handicapped youth. Also included are a glossary, several appendices, and a comprehensive bibliography containing state-of-the-art reference materials.

The Policy and Procedures Manual and role-specific manuals are to be presented as a part of a comprehensive staff development plan designed to assist school staff in providing career planning and vocational programming of the highest quality.

Acknowledgement is given to the following people from The School District of Philadelphia who served as members of a task force in the development of this manual: Sam Kaplan, Clayton Lothorpe, Dorothy John, William Riggar, Susan Reddish, Irv Blau, John Lewis, Helen Sobel and Vivian Barrett. Special acknowledgement is given to Georgia Zeleznick and Rhe McLaughlin, Division of Special Education, who facilitated the preparation of all the manuals in this series.

To the staff of the National Center for Research in Vocational Education, The Ohio State University, acknowledgement is given as follows: Carol J. Minugh, Dian Morse, principal writers; Linda Buck, Janie B. Connell, principal researchers; Regenia Castle and Beverly Haynes, technical assistance; and Janet Kiplinger and Brenda Sessley, editors.

OVERVIEW FOR SUPPORTIVE SERVICES PERSONNEL

LEGISLATIVE IMPLICATIONS

As the school system seeks to provide a total educational program to handicapped students, the roles of supportive service personnel increase in importance. The handicapped student is provided by law with the opportunity to take advantage of the academic and vocational programs offered in the least restrictive environment as a part of a guaranteed free, public education. The supportive service personnel can be professionals, volunteers, parents, peer tutors, bus drivers, social workers, special aides, and others who help make the learning experience successful. Supportive services are required to assist the handicapped child to benefit from an appropriate program of special education. Educational programming must be appropriate for each child and must provide the child expanded opportunities to have a purposeful and successful life.

Recent legislative mandates require vocational education to be a part of a handicapped student's total educational program. By federal statute, vocational education programs are required to provide a sufficient variety of supportive services and supplementary aids so that handicapped youths have genuine opportunites to benefit from all facets of vocational education, including laboratory instruction, cooperative work placements, youth organizations, counseling, and so forth.

A Look at the Legislation

- Public Law (P.L.) 94-142, The Education for All Handicapped Children Act of 1975, states that public agencies will ensure equal access and availability to vocational education for handicapped students. Vocational education is to be a part of the free, appropriate education for the handicapped. A written Individualized Education Program (IEP) plan is mandated for each handicapped student.

- P.L. 94-482, The Vocational Education Amendments of 1976, set aside 10 percent of the total grant for handicapped students.

- P.L. 93-112, The Rehabilitation Act of 1973, mandates that handicapped students are to be educated along with students who are not handicapped, to the maximum extent appropriate to the needs of the handicapped students. This is commonly referred to as providing the least restrictive environment.

The need to provide appropriate employment training and job placement for handicapped people is universally necessary and urgent. Handicapped persons are unequitably represented in the work force, even though they have repeatedly demonstrated the ability to perform at the same level as nonhandicapped persons at virtually all employment levels. Vocational education is needed to provide skills training to junior high and senior high school handicapped youth.

The supportive/related services provided to handicapped students in the public school have a most significant impact on the students' education. Supportive services personnel need to be an integral part of the development of the handicapped student's Individualized Education Program (IEP) plan and the delivery of prescribed vocational programs.

Certain sections of the laws relate specifically to the provision of supportive/related services. The definition of "related services" in Section 121a.13 of P.L.94-142 refers to "transportation and such developmental, corrective, and other supportive services as required to assist a handicapped child to benefit from special education...The term also includes school health services, social work services in schools, and parent counseling and training." The Section 504 regulations require provision of nonacademic services and activities "in such a manner to afford handicapped students an equal opportunity for participation." Nonacademic services include counseling services, physical and recreational athletics and activities, transportation, health services, special interest groups or clubs. The terms indicated as potentially necessary related services identified in P.L. 94-142 follow:

- The term "audiology" includes--
  - identifying children with hearing loss;
  - determining the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
  - providing habilitative activities, such as language habilitation, auditory training, speech reading (lip reading), hearing evaluation, and speech conservation;
  - creating and administering programs for prevention of hearing loss;

- providing counseling and guidance of pupils, parents, and teachers regarding hearing loss; and

- determining the child's need for group and individual amplification; selecting and fitting an appropriate aid; and evaluating the effectiveness of amplification.

- The term "counseling services" means services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.

- The term "early identification" means carrying out formal plans for identifying a disability as early as possible in the child's life.

- The term "medical services" means services provided by a licensed physician to determine the child's medically related handicapping condition, which results in the need for special education and related services.

- The term "occupational therapy" includes--

  - improving, developing, or restoring functions impaired or lost through an illness, injury, or deprivation;

  - improving ability to perform tasks for independent functioning when functions are impaired or lost; and

  - preventing, through early intervention, initial or further impairment or loss of function.

- The term "parent counseling and training" means assisting parents in understanding the special needs of their child and providing them with information about child development.

- The term "recreation" includes--

  - assessing and providing leisure/extracurricular activities;
  - providing therapeutic recreation services; and
  - providing recreation programs in schools and community agencies.

- The term "school health services" means services provided by a qualified school nurse or other qualified person.

- The term "social work services in schools" includes--

  - preparing a social or developmental history on the handicapped child,

  - providing group and individual counseling for the child and family;

  - working with problems in the child's environment (home, school, community) that affect adjustment in school; and

  - mobilizing school and community resources to enable the children to receive maximum benefit from their educational program.

- The term "speech pathology" includes--

  - identifying children with speech or language disorders;

  - diagnosing and appraising specific speech or language disorders;

  - referring children for medical or other professional attention necessary for the habilitation of speech or language disorders;

- providing speech and language services for the habilitation or prevention of disorders of communication; and

- providing counseling and guidance of parents, children, and teachers regarding speech and language disorders.

o The term "transportation" includes--

- providing for travel to and from school and among schools;

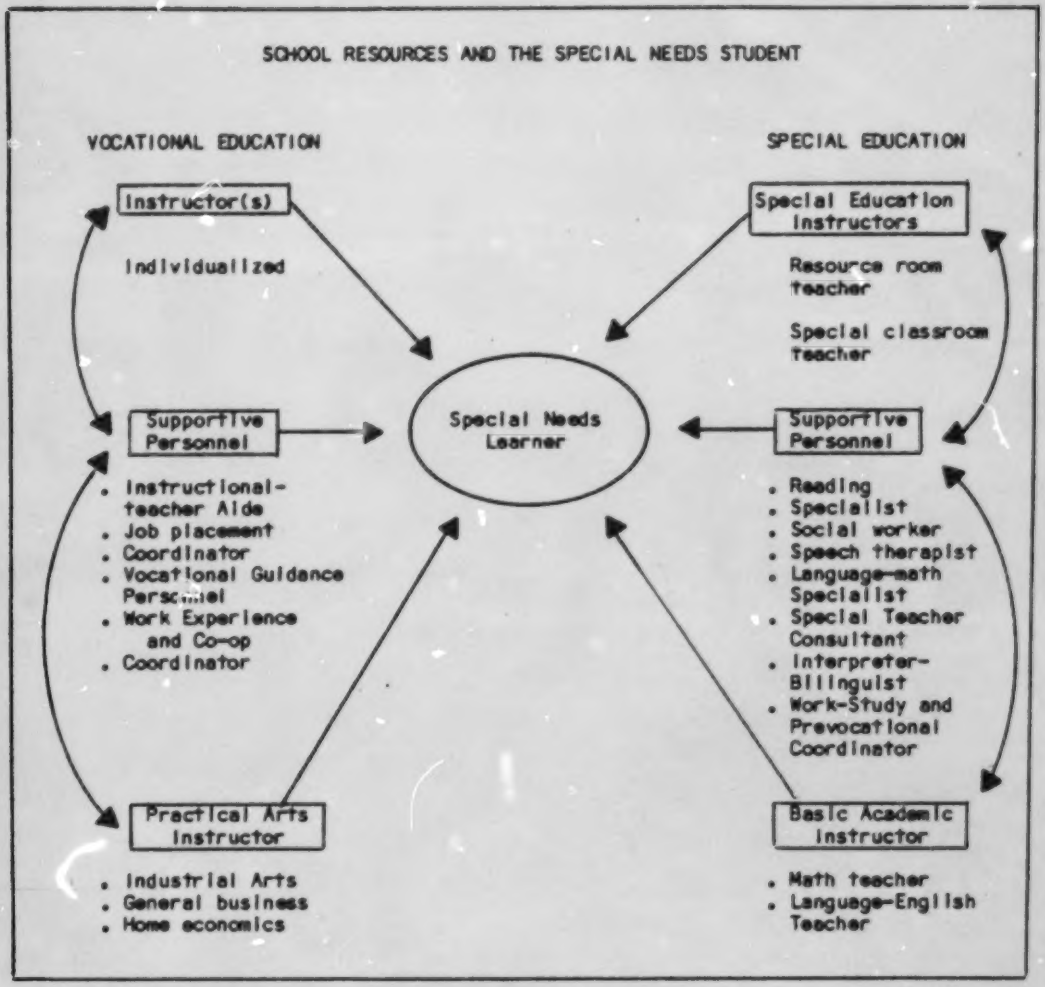
- providing for travel in and around school buildings; and

- furnishing specialized travel equipment (e.g. special or adapted buses, lifts, and ramps) as required for handicapped children.

From the brief review of services that might be needed for an individual student, one can readily see that a vast variety of services has been mandated. In addition, it may be necessary to create services not specifically listed in the law to meet unique student needs. Further, a primary function of all related services is to facilitate placement in less restrictive environments. The appropriate application of related services, use of modified equipment, and development of curriculum adaptations are the primary mechanisms by which mild to moderately handicapped students are effectively placed in regular vocational education programs.

Roles and Responsibilities

Supportive services personnel will generally be expected to provide a broad range of services related to their areas of speciality. Some services, for example parent training, are to be provided by all supportive services personnel as directed by the principal. All supportive services personnel are expected to contribute meaningfully to the multidisciplinary team (CSET) assessment, placement, program planning processes, and the development and subsequent review and revision of Individualized Education Program plans. This participation requires that all school personnel interact effectively in the interest of the handicapped student. An example of the possible coordination of school resources for the handicapped student is depicted on the diagram on the following page.



Note: Adapted by permission from Phelps and Lutz, Career Exploration and Preparation for the Special Needs Learner. Boston: Allyn and Bacon, 1977.

The nature of supportive services required will very over time. A primary function of most supportive service personnel involves consultation with the classroom instructor, so that the instructor can expand skills in the supportive service area and thus strengthen the instructional program in an ongoing fashion. Further, the teacher is viewed by the school district as the central focus of the preferred transdisciplinary approach to instruction.

In this approach the teacher provides the central focus of instruction in a classroom and coordinates the delivery of related services around the ongoing classroom routine. Thus, as often as possible, classroom support services are provided to the student in the classroom rather than through removal of the student to a more isolated setting. Whenever possible, support services are implemented directly by the teacher with appropriate consultation from the specialists.

Roles and Contributions of Related and Supportive Service Personnel

Related and supportive service personnel function as a direct "learning support team" to vocational and special educators. As members of a team, these professionals work together with teachers to help students increase their employment potential. The "support" function indicates that relationships of these personnel are collaborative and helpful. The team concept implies a concerted effort toward common goals to

maximize the handicapped student's success in vocational programs and the development of appropriate employment skills, knowledge, and attitudes.

The various personnel roles represented on CSETs and related and supportive service staff offer specialized areas of expertise and function. The coordinated teamwork of these personnel in collaboration with instructional staff can result in truly comprehensive and quality programming for handicapped students.

Role of the School Psychologist

The role of the school psychologist is closely related to the historical development of special education, and continues to evolve with the changing nature of special education. In addition to being a core member of the CSET in identifying, diagnosing, and certifying a handicapped student's special education eligibility, the school psychologist serves a critical role in assisting school personnel to plan and deliver appropriate educational experiences to handicapped students.

The focus of the school psychologist's role and function must expand to provide the wide range of direct and supportive services required to meet the needs of handicapped students in career and vocational education programming.

Specific roles and functions related to vocational programming include the following:

1. Assess, report, and interpret the handicapped student's intellectual, social, and emotional development with an emphasis on career and vocational implications.

2. Develop ways and means of facilitating learning and adjustment of handicapped students in vocational programs.

3. Diagnose educational and personal disabilities and collaborate in the planning of appropriate individual educational programs in career and vocational areas.

4. Identify and suggest accommodative strategies and techniques in planning a student's instructional or vocational program and assist in planning classroom structure.

5. Consult with regular class, special class, and vocational instructors and other team members in interpreting a student's behavior, defining action needed in a problem situation, and in helping teachers deal effectively with problem behavior.

Role of the Instructional Advisor

The advent of individualized educational programming and least restrictive environment mandates for handicapped students has introduced the need for a new personnel role model in the schools. In Philadelphia, this personnel group is identified as "instructional advisors." Their role is multifaceted and supportive of regular, special, and vocational teachers in meeting the needs of handicapped students.

Instructional advisors' roles and functions related to career and vocational programming include the following:

1. Identify and interpet appropriate educational assessment devices and techniques appropriate for career and vocational planning.

2. Assist teachers and other staff in the utilization of appropriate educational assessment devices and materials related to career and vocational programming.

3. Assist teachers in implementing appropriate behavioral and instructional strategies to achieve appropriate career and vocational goals.

4. Participate directly in CSET and IEP activities.

5. Identify staff development needs related to meeting handicapped students' needs in career and vocational education.

6. Assist in monitoring all phases of the handicapped students' placement and programming.

7. Facilitate interdisciplinary support and collaboration among members of the CSET and other related and supportive personnel.

8. Help teachers and staff to increase students' desirable behaviors and decrease students' undesirable behaviors related to employment potential.

Roles of Physical Therapists/Occupational Therapists

Physical and occupational therapists (PT/OTs), although trained and certified through different professional preparation programs, are employed to fulfill similar roles in public school programs for handicapped students. In career, prevocational,

and vocational programming, the acronym PT/OT will refer to a person trained as either a physical or an occupational therapist, or both.

Physical and occupational therapy are provided as related services to handicapped students to enable them to benefit from their special education experience following appropriate medical and physical examination and prescription by the school district's special education medical consultant.

Handicapped students with such related service needs may receive either direct or consultative services according to the prescription of the referring physician and the student's IEP.

Prevocational programming is provided to handicapped students who have physical, fine motor, and communication deficits. Through the prevocational media (i.e. actual work objects) students are taught to functionally develop skills they need for community living. Prevocational therapy is recommended instead of traditional therapy activities to increase the development of functional skills in real-life situations. Physical/occupational therapists assist teachers to view activities according to the following components:

1. Strength--time and motion economy
2. Manipulation skills
3. Perceptual components

4. Formalized evaluation--as it relates to movement and activity
5. Adaptations in environment to permit success--especially for the physically handicapped
6. Manual dexterity
7. Visual discrimination
8. Work speed
9. Quality of work
10. Short-term and long-term memory
11. Ability to understand verbal or written instruction

Therapists are involved in function training to enhance individual abilities to handle the body in the most efficient way, so that individuals can be as independent as possible. The basis for this independence lies in the performance of activities necessary during the course of an ordinary day.

Therapists can help teachers of vocational programs to make adaptations in the program to accommodate the handicapped student and to provide experiences that will enable the handicapped student to achieve success. The therapists can adapt tools and equipment, simplify work tasks, identify appropriate task analysis of movement activites, and assist in helping overcome architectural barriers.

Accessing Needed Related Services

Personnel who are employed by the Philadelphia School District to deliver related services to students and school staff are either directly involved in roles as members

of the school's Child Study Evaluation Team (CSET) or are immediately accessible through CSET referral and program planning procedures.

The nature, extent, and duration of any related service provided to a handicapped student are determined through individual evaluation and program planning procedures. Related services are a critical and mandated component of IEPs. When specified on the IEP, the school is obligated to provide services consistent with terms agreed to by the parents and school administrators. The IEP serves as a management tool designed to structure educational and related services.

It is important to recognize that related services provided by the school district are restricted to those services that have direct educational relevance, that is "those services which have a 'direct' bearing enabling a handicapped student to benefit from special education."

The following are some examples of related and supportive services that have direct educational relevance to vocational education programs. These related services are available through established CSET/IEP procedures:

- Psychological services; testing, evaluation, and consultation services in addition to those provided to nonhandicapped students
- Reader services for the visually handicapped; large print materials, braille readers

- Interpreter services for the deaf
- Educational specialist, speech therapists, teachers of the deaf, teachers of the blind, PT/OT and so forth
- Job placement coordinators, job finding, placement, and employment follow-up services
- Guidance and counseling services in addition to those provided to nonhandicapped students
- Transportation services in addition to those provided to the nonhandicapped
- Adaptive and assistive devices for mobility, posture, communication
- Training in the use and maintenance of hearing aids
- Training in adaptive techniques and methods necessary to achieve selected tasks

Vocational Education

In order to understand the vocational education process and be able to assist the student, parent, and teacher, supportive services personnel need to be familiar with the various modifications for vocational education programs--from total participation in a regular class with few special services, to participation in a work activity center that is a highly structured and contained environment. The chart on the following page illustrates the possible modifications for vocational education programs.

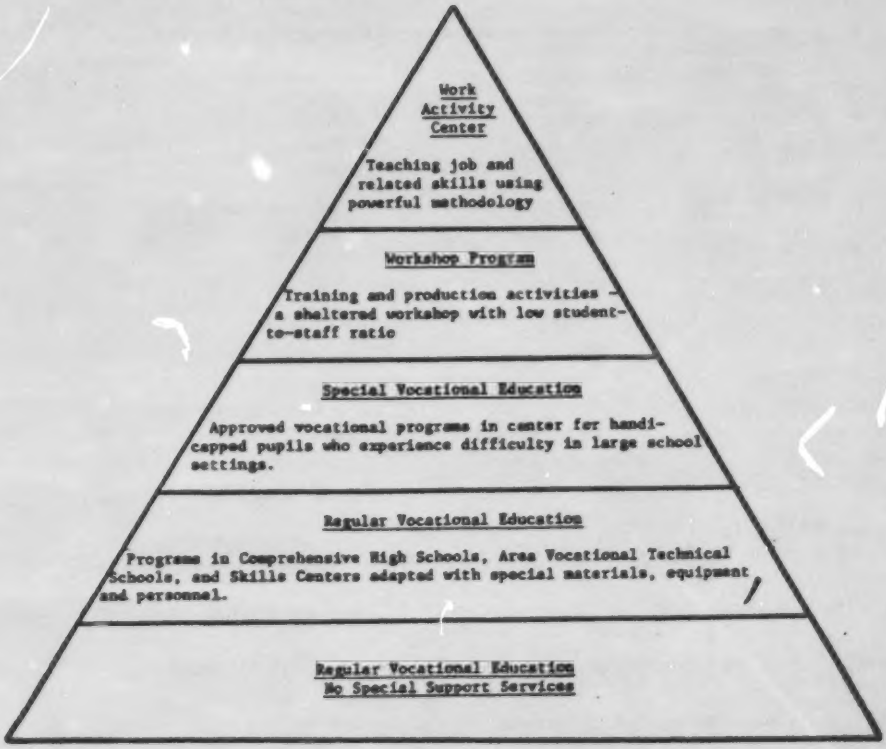

Work Activity Center
Teaching job and related skills using powerful methodology
Workshop Program
Training and production activities - a sheltered workshop with low student-to-staff ratio
Special Vocational Education
Approved vocational programs in center for handicapped pupils who experience difficulty in large school settings.
Regular Vocational Education
Programs in Comprehensive High Schools, Area Vocational Technical Schools, and Skills Centers adapted with special materials, equipment and personnel.
Regular Vocational Education
No Special Support Services

Table 1: Hierarchy of options for vocational education of handicapped pupils, from least to most restrictive.

Since Supportive Service Personnel are such a diverse group, it would be impossible to suggest common competencies for the effective application of services in vocational education settings. Nevertheless, the general nature of the vocational education program requires that all staff share these competencies.

- Awareness that handicapped students can have productive and successful lives
- Understanding the strengths and needs of each handicapped student
- Knowing which modifications are necessary for the individual handicapped student within the regular classroom in order for that student to succeed
- Ability to restructure materials, equipment, teaching strategies, and schedules to meet the handicapped student's needs.
- Commitment, and ability to pool individual staff competencies, and to interact effectively
- Commitment, and ability to identify special problems and to build a program that offers the handicapped student the opportunity to succeed in a regular vocational program

Further, as vocational education programs expand to meet the needs of handicapped students, supportive service personnel will need to expand their understanding of various vocational education programs. It is suggested that this series of manuals provides an excellent beginning point for the development of such an understanding.

It must be anticipated that, in most cases, supportive service personnel and their professional organizations will be the prime developers of strategies and practices that are meaningful in relation to vocational education settings.

At this time, literature concerning the specific linkage of supportive services uniquely designed for application in the secondary school vocational education environment is extremely scarce. Some tentative suggestions follow.

Speech and Language

Students with speech and language problems must be given appropriate assistance to help them communicate adequately in vocational classes and on the job. This service should be by the speech and langauge specialist with follow-up remediation by various support personnel.

Professional Competencies	• the ability to help students compensate for specific speech/ language problems and to emphasize communication in vocational and work settings
Suggested Personnel	• speech pathologists and therapists • audiologists • vocational resource staff • vocational special needs staff • regular academic/special education staff • peer tutors • parents • volunteers • senior citizens • selected special aides • English as a second language tutors.

Related Academics

Special needs students must be provided with appropriate related academic support in order to succeed in their vocational courses. A lack of skills in mathematics and English or an inadequate information base will handicap many students and undermine their efforts to gain competencies in the vocational classroom.

Professional Competencies

- the ability to work with the vocational instructor and to relate academic material to vocational coursework

Suggested Personnel

- academic resource/special education staff
- vocational resource room staff
- vocational special needs staff
- academic staff
- peer tutors
- parents
- volunteers
- selected special aides

Reading

Perhaps the most common academic weakness is reading. Special needs students must be provided with the necessary instruction to develop adequate reading skills to enable them to succeed in their vocational programs.

Professional Competencies

- the ability to diagnose reading levels, plan and administer remedial programs, and help vocational instructors modify their instructional materials and tests

Suggested Personnel	• regular English course instructors • special English course instructors (practical English, business English, and so forth) • remedial reading staff • learning disabilities staff • vocational resource room staff • special reading project staff • instructional resource center staff • parents • volunteers • student tutors

Physical and Behavioral Handicaps

Supportive services are provided for special needs students with physical or behavioral handicaps to enable these students to participate in regular vocational programs.

Professional Competencies	• the ability to diagnose and prescribe for each handicapping condition
Suggested Personnel	• school doctor • school psychologist/psychiatrist • school nurse • occupational therapist • physical therapist • audiologist • sign language interpreter • one-on-one tutorial aide

Outside the Vocational Classroom

Supportive services outside the vocational classroom require some additional materials, equipment, and facilities and may include the following:

Materials	• appropriate office space
Equipment	• reading laboratory
Facilities	• instructional resource center
	• appropriate/modified instructional materials

Some representative support services available outside the school system for vocational education are as follows:

- on-the-job training (OJT)
- youth employment programs
- apprenticeships
- vocational rehabilitation agencies
- sheltered workshops and work activity centers.

Additional Support Staff

The paraprofessional or volunteer can play an important role in providing vocational education opportunities for the handicapped. The effective use of paraprofessionals provides further possibilities for reducing the teacher to pupil ratio and the more creative use of professional staff.

To ensure effective use of additional staff, some suggestions for the function of these personnel are the following:

Support Teachers

Support Functions	• provide additional supervision, instruction, remediation, hands-on experience, and evaluation within a single classroom or across classrooms • provide special assistance to students during class, lab, or during other available time
Suggested Personnel	• certified vocational instructors • special education staff

Tutors

Support Functions	• provide additional supervision, instruction, hands-on experience and evaluation • assist students during regularly scheduled class or lab time, before or after the program's time block, or during the student's free time • Serve as readers, interpreters, and the like
Suggested Personnel	• vocational instructors • vocational special needs tutors • special services/education staff

SPECIFIC ROLE RESPONSIBILITIES

Specific Responsibilities Grid

In order to assist the school personnel in accomplishing their tasks, the School District of Philadelphia and the Alliance staff have developed a specific responsibilities grid. The grid consists of five columns. These columns provide the faculty/staff member with descriptions of the elements necessary to meet handicapped students' needs under a given circumstance. The five column headings are as follows:

1. Initiation of Task--This column presents a specific situation to which the faculty/staff member needs to react.

2. Task Description--This column presents the specific task that must be performed, given the situation identified in the first column.

3. Tools and Equipment--This column presents specific items (records, tests, assessments, standards, guidelines, etc.) that will be needed to accomplish the tasks described in column two.

4. Personnel Interface--This column assists the faculty/staff member in identifying those people who should be involved directly or indirectly in accomplishing the task described in column two.

5. Specific Outcomes--This column provides the faculty/staff member with specific information that needs to be obtained, or a specific activity that should be accomplished through the task described in column two.

This grid presentation enables the faculty/staff person to see at a glance what is needed, under what circumstances, and how to accomplish the specific task.

JOB TITLE Blind and Visually Handicapped Teacher

DEPARTMENT Special Education

nitiation of Task	Task Description
1. Idenficiation of blind or partially sighted students	1. Assist in placement of pupils
2. Identification of student as legally blind and/or partially sighted	2. Teach classroom groups or provide itinerant teacher service to students in regular classrooms
3. Student requires alternative reading system as indicated by IEP	3. Teach braille system and provide instruction in sensory training

REPORTS TO Director of Instructional Services

CLIENTELE Blind and Visually Handicapped Students

Tools/Equipment	Personnel Interface	Specific Outcome
1. • assessment devices • CSET meetings	1. • CSET team • instructional staff • administrative staff	1. • Development of the IEP • Appropriate placement of pupils
2. • school district curriculum/elementary or secondary subjects • daily living orientation and mobility materials • typing plate • stylus, braille writer, sensory training materials	2. • medical personnel • instructional staff • administrative staff • other professional personnel • students	2. Appropriate educational programming for blind and visually handicapped students
3. • plate, stylus and braille writer • sensory training materials • use of special materials and devices	3. • instructional • students • administrative staff • other professional staff	3. • Increased ability to participate in regular classes with use of the braille system • Improved reading skills

JOB TITLE Blind and Visually Handicapped Teacher

DEPARTMENT Special Education

nitiation of Task	Task Description
. Student's IEP indicates need for special reading/ ath materials and devices	4. Teach the use of special materials and devices including talking books, braille, and large print books
. Provide support as ndicated on IEP	5. • Support/Assist school staff with visually impaired students by visiting classrooms, demonstrating new devices, advising teachers about techniques, assuring that pupils have proper equipment and devices • Counsel parents and students to ease emotional and social pressures; provide information about agency services in the community

40

REPORTS TO Director of Instructional Services
Division of Special Education

CLIENTELE Blind and Visually Handicapped Students

Tools/Equipment	Personnel Interface	Specific Outcome
4. • braille books • talking books • large print books • special mathematical devices	4. • classroom teachers • students	4. • Increased student ability to mainstream • Improved reading and math skills
5. • classroom visits • demonstrations • teaching aids • conferences • home visits	5. • teachers • principals • school administrators • community agency staff • professional personnel • parents • students • paraprofessionals	5. • Implementation of appropriate programming as indicated on the IEP • Eased emotional and social pressures of mainstreaming

JOB TITLE Career Development Assistant

DEPARTMENT Division of Career Education

nitiation of Task	Task Description
. Request for career levelopment and career eference materials	1. Establish and maintain career resource centers • select appropriate career development materials/activities • write descriptions of various trades/ professions • train and monitor students using VICS (Vocational Information Through Computer Systems) • order filmstrips and audiovisual materials • list available resources for career development materials • receive and distribute career information materials
. Need for group guidance rograms on employability nd job placement	2. Assist counselors and teachers in group guidance programs including instruction on: • how to look for work • completing applications • writing a resume • using the telephone and yellow pages • job interview techniques • nontraditional job opportunities • entry level jobs • job requirements • career ladders

REPORTS TO Executive Director, Division of Career Education

CLIENTELE Vocational Students

Tools/Equipment	Personnel Interface	Specific Outcome
1. • Local district guidelines • Occupational Outlook Handbook • catalogues • conferences • advisory board meetings • film directories • film curriculum guides	1. • advisory board members • curriculum developers • teachers • librarian • vendors • students • other school staff counselors	1. Career development activities and resources that enable students to make career choices
2. • classroom presentations • audiovisuals • resource speakers • role models • career days • field trips • referrals	2. • counselors • teachers • other school staff • community representatives from organizations such as Neighborhood Youth Corps, State Employment Service, Youth Conservation Corps, Civil Service Commission • students	2. Students are referred for job placement

JOB TITLE Classroom Aide

DEPARTMENT Support Services Personnel

nitiation of Task	Task Description
1. Upon request/direction of professional staff	1. Assist classroom teacher in both individual and small group instruction
2. Upon request/direction of professional staff	2. Assist classroom teacher in recognizing, reporting, and controlling volatile, disruptive, or impulsive student behavior
3. Upon request/direction of professional staff	3. Assist pupils with personal habits and self-care skills (feeding, dressing, toileting, bathing)
4. Upon request/direction of professional staff	4. Mark student work for the teacher, duplicate and distribute materials
5. Upon request/direction of professional staff	5. Assist with the identification and recording of individual student behavior according to predetermined criteria

REPORTS TO School Principal/Classroom Teacher

CLIENTELE Students in the Class to which Aid Is Assigned

Tools/Equipment	Personnel Interface	Specific Outcome
1. • instruction materials • special materials and devices • audiovisual devices	1. • classroom teacher • students • school principal • parent(s)	1. Effective individualized programming for special needs learners
2. • charting devices • reinforcement devices	2. • teacher • students • principal	2. Maintenance of a desirable classroom climate
3. • instructional materials	3. • teacher • students • parent(s) • principal	3. Student's development of self-care skills and personal hygiene habits
4. • instructional materials • office equipment • audiovisual aids	4. • school staff • teachers • students	4. Effective individualized programming for handicapped learners
5. • criteria for observations/ recording • forms • inservice	5. • teacher • student	5. Concise records of individual student behavior and progress

JOB TITLE Classroom Aide

DEPARTMENT Support Services Personnel

Initiation of Task	Task Description
6. Upon request/direction of professional staff	6. Develop knowledge of special education activities and procedures

REPORTS TO School Principal/Classroom Teacher

CLIENTELE Students in the Class to which Aid Is Assigned

Tools/Equipment	Personnel Interface	Specific Outcome
6. • inservice programs • conferences • journals, professional organizations	6. • professional • teacher • principal • paraprofessional staff	6. Increased knowledge of special education activities and procedures

JOB TITLE Dental Hygienist

DEPARTMENT Support Services Personnel

Initiation of Task	Task Description
1. School enrollment dental examination	1. Guide and assist children and parents if corrective treatment is necessary
2. Student screening	2. Perform inspections and prophylaxes
3. Dental problem	3. • Confer with teachers, parents, and students with dental problems • Plan corrective treatment and complete reports • Guide parents with financial assistance, when needed

REPORTS TO Director of Health Services

CLIENTELE Handicapped Students

Tools/Equipment	Personnel Interface	Specific Outcome
1. • assembly lectures • school health programs	1. • student • dentist • dental hygienist coordinator • school nurse	1. Student is aware of the need to practice good dental care
2. • authorized/ approved dental equipment	2. • dentist • student	2. Individual pupil dental health is determined, and parents are notified of status
3. • counseling techniques • scheduled dental visits • authorized/ approved dental equipment	3. • dentist • student • parent(s) • teachers	3. • Control of dental problems • Increased dental health of students • Completed dental reports • Parents receive financial assistance and counseling

JOB TITLE Department of Transportation Personnel

DEPARTMENT Field Operations

Initiation of Task	Task Description
1. Student requires transportation assistance to attend appropriate special education program	1. Provision of appropriate transportation on "least restrictive" basis: • lift bus • mini bus • regular school bus • public transportation bus (provide tokens)
2. Assignments to provide transportation services for exceptional children	2. Participation in staff development activities to familiarize bus drivers, attendants, aides, and so forth with specific needs of and responsibilities for exceptional children

REPORTS TO Associate Superintendent of Field Operations

CLIENTELE Handicapped Students

Tools/Equipment	Personnel Interface	Specific Outcome
1. • various modes of transportation • bus tokens • assistance devices	1. CSET • principal • parent(s) • student • district office/ special education • transportation office personnel	1. Student attends appropriate program of special education
2. • inservice • conferences • training materials	2. • transportation office personnel • district office/ special education personnel	2. Transportation personnel feel adequately prepared to assume responsibility for safety and welfare of exceptional students

JOB TITLE Hearing Therapist/Interpreter

DEPARTMENT Special Education

Initiation of Task	Task Description
1. IEP specification that student is hearing impaired and needs direct service	1. Provide language support, speech therapy, academic support, speech and reading instruction, and auditory training
2. Local policy/guidelines	2. Provide counseling to students and parents
3. Local policy/guidelines	3. Provide teacher inservice programs for dealing with hearing-impaired students
4. Need for services	4. Help students use and maintain hearing aids

REPORTS TO Director of Clinical Services, Director of Special Education

CLIENTELE Hearing-Impaired Students

Tools/Equipment	Personnel Interface	Specific Outcome
1. • diagnostic tests • therapeutic materials	1. • teacher • principal • school staff • parent(s) • student	1. Facilitation of success for student's independent functioning in regular classes and in the community
2. • therapeutic materials • counseling • demonstrations	2. • teachers • principals • school staff • parent(s) • student	2. • Provision of sensitivity/awareness of the needs of hearing-impaired students • Increased abiiity by parents to handle problems at home
3. • therapeutic materials • inservice materials •demonstrations	3. • teachers • principals • school staff	3. Provision of sensitivity/awareness of the needs of hearing-impaired students
4. • hearing aids • audiological reports	4. • student • audiological clinics	4. Successful use of a hearing aid

JOB TITLE Home and School Visitor

DEPARTMENT Pupil Personnel and Counseling

Initiation of Task	Task Description
1. Illegal or excessive student absence	1. Tasks include but are not limited to: • visit student's home • investigate lengthy absence • provide information to instructional and other school personnel regarding school attendance • authorize student's drop from school • explain, encourage parents to make full use of the school and community resources available to them • request special services for students • institute and follow through on any case requiring court action • monitor attendance assistants

REPORTS TO Pupil Personnel and Counseling Supervisors in Each District

CLIENTELE Students and Parents

Tools/Equipment	Personnel Interface	Specific Outcome
1. • district forms, reports • telephone • home visits • informal counseling • techniques • communication • skills • legal procedure	1. • parents • school personnel • legal personnel where appropriate • student(s) • community groups/ agencies	1. Improvement of student's attendance and improvement of home-school communication/cooperation

JOB TITLE Instructional Advisor

DEPARTMENT District Office

nitiation of Task	Task Description
. CSET and reevaluation meetings	1. Participate in a multidisciplinary educational assessment, placement, and planning program processes
. Student assessment and valuation	2. • Select, use, and interpret appropriate formal and informal assessment instruments and techniques • Interpret results of assessment instruments and techniques • Develop informal assessment instruments
. Development of the IEP	3. Develop and reserve an IEP with input from parents and selected school district personnel: • develop appropriate annual goals and short-term objectives for academic skill areas; for social, emotional, and interpersonal skill areas; and for vocational and career education areas • develop appropriate annual goals and short-term objectives for TMR/SPI children in terms of life-skill areas • establish criteria and timelines for mastery of short-term objectives

REPORTS TO Principal, District Special Education Administrator

CLIENTELE Handicapped Students

Tools/Equipment	Personnel Interface	Specific Outcome
1. • Evaulation/ assessment data • meetings/ conferences	1. CSET members • principals, • teachers, • psychologists, • nurses, • parents, • related services staff.	1. A total instructional and support program best suited to the needs of a handicapped child
2. • Formal, standardized evaluation instruments	2. • CSET members	2. Identification of handicapped students and tentative placement options
3. • Evaluation/ assessment data • Observational data • Meetings/ conferences	3. • Selected school district personnel • parent(s) • teachers • CSET members	3. Appropriate individual prescriptions for handicapped students

JOB TITLE Instructional Advisor

DEPARTMENT District Office

Initiation of Task	Task Description
4. Need for staff development activities	4. Work with principals, administrators, and supervisors to determine and assist in addressing general staff development needs related to special education programs
5. Need for parent-training programs	5. Convey to parents of handicapped students an understanding of the child's problems, their roles, rights, and what they might do to further help their child. Convey: • the nature of the child's exceptionality • the legal rights of exceptional children and their parents • how to access public and private community agencies • the problems related to inappropriate expectations • observing and reporting their child's development • the meaning of formal and informal assessment data • ways to adapt the home environment to the needs of the child • communication techniques and strategies • strategies to help manage their child's behavior • how to deal with parental over- and underprotection

REPORTS TO Principal, District Special Education Administrator

CLIENTELE Handicapped Students

Tools/Equipment	Personnel Interface	Specific Outcome
4. • Conferences • Planning sessions • Inservice training	4. • Principals • District administrators • Supervisory personnel • Central Office personnel	4. Staff development that meets the needs of all staff so that they can work more effectively with handicapped students
5. • Evaluation/ assessment data • Home visits • Conferences • Informational booklets/materials • Referrals	5. • Parent(s) • Community agencies • PT/OT personnel • School staff	5. Parents trained • to participate in CSET and IEP processes and • to effectively support the special educational program

59

JOB TITLE Occupational Therapist

DEPARTMENT Clinical Services

Initiation of Task	Task Description
1. Student's need for developmental training	1. Provide activities/exercises to normalize gross motor, fine motor, primary motor patterns, and developmental play skills
2. Student's need for self-help or self-care training	2. Provide training through the use of: • task analysis and use of adapted clothing and equipment for grooming, dressing, and toileting • mobility and transfer skills for self-help • feeding (position/oral motor) skills • dressing with braces and artificial limbs
3. Student's need for individual and environmental adaptations	3. Provide training through the use of: • equipment (generally for individual body parts) • modification of environment • removal of architectural barriers • use and care of orthotic and prosthetic devices • mobility and transfer skills
4. Student's need for functional mobility training	4. Provide training in • use and care of ambulatory aids • balance and postural adjustment

REPORTS TO Director of Clinical Services, Division of Special Education

CLIENTELE Handicapped Children

Tools/Equipment	Personnel Interface	Specific Outcome
1. • age-appropriate motor and play equipment	1. • physical therapist • student • classroom teacher • parent(s) • principal	1. Improved level of developmental functioning
2. • adapted clothing • equipment for grooming, dressing, and toileting • braces and artificial limbs	2. • physical therapist • student • classroom teacher • parent(s) • principal	2. Improved self-help and self-care skills in work, school, and home environment
3. • splints • adaptive aids • ramps • wheelchairs, trays	3. • physical therapist • student • parent(s) • principal • classroom teacher	3. Improved mobility and transfer skills • Ability to use and care for prosthetic and orthotic devices • Ability to adapt to the environment
4. • crutches • walkers • canes	4. • physical therapist	4. • Improved skills in the use and care of ambulation aids • Improved balance

61

JOB TITLE Occupational Therapist

DEPARTMENT Clinical Services

Initiation of Task	Task Description
5. Student's need for motor skills, and adjustment for musculoskeletal system disability	5. Provide training in: • muscle strength and endurance • motor coordination • functional joints-range of motion • motor planning and establishing motor patterns • muscle tone normalization • postural adjustment • oral motor function • hand dominance
6. Student's need for sensory-motor integrative skills training	6. Provide activities to aid student in developing integrated function in the following areas: • balance (equilibrium responses) • touch • taste • visual • auditory • proprioceptive • kinesthetic
7. Student's need for pre-vocational and vocational skills training	7. Provide training/reinforcement in: • adaptive homemaking • adaptive devices/equipment • occupational interests and aptitude • strengths, time and motion economy • manual dexterity • visual discrimination • simplification of work tasks • perceptual components

REPORTS TO Director of Clinical Services

CLIENTELE Handicapped Children

Tools/Equipment	Personnel Interface	Specific Outcome
5. • functional motor activity equipment	5. • physical therapist • student • parent(s) • classroom teacher • principal	5. Improved motor skills and reduction of the affects of musculoskeletal defects
6. • equilibrium board • cutaneous and deep perception stimuli • tactile, auditory • visual stimuli • equipment to provide body motion in space	6. • physical therapist • student • parent(s) • classroom teacher • principal	6. Improved sensory-motor integrative, perceptual and motor skills
7. • adapted living/work environment	7. • physical therapist • student • parent(s) • classroom teacher • principal	7. Measurement and evaluation of prevocational and vocational skills

JOB TITLE Occupational Therapist

DEPARTMENT Clinical Services

Initiation of Task	Task Description
8. At request of principal or other CSET members	8. Participate in CSET meeting(s)
9. Upon request of speech and language therapist	9. Provide consultation regarding development of prelanguage skills and communication methods, such as dexterity, needed for use of communication boards
10. Upon request of parent	10. Provide counseling and training regarding the use of equipment for individual body parts, counseling and training regarding mobility and transfer skills and adaptive homemaking
11. Upon request of special education teacher	11. Provide: • individual and group counseling and training to insure identification of children in need of OT or PT as a related service • assist teacher in grouping children appropriately for motor coordination programs

REPORTS TO Director of Clinical Services

CLIENTELE Handicapped Children

Tools/Equipment	Personnel Interface	Specific Outcome
8. • records • meetings • conferences	8. • physical therapist • principal • teacher • special education representative • school nurse • other CSET team members	8. • An Appropriate IEP • Appropriate program placement • Provision of appropriate support services
9. • consultations • testing • recording devices and testing instruments	9. • physical therapist • speech and language teacher • principal	9. Development of programs for communication and pre language skills development
10. • home visits • conferences • demonstrations • sample equipment	10. • physical therapist • parent(s) • student • principal	10. Improved home management and use of equipment
11. • demonstrations • conferences • inservice training	11. • physical therapist • special education teachers • principal	11. • Identification of students in need of PT/OT services • Appropriate grouping of children for motor coordination programs

JOB TITLE Occupational Therapist

DEPARTMENT Clinical Services

Initiation of Task	Task Description
12. Upon request of psychologist	12. • Share information related to the effect handicapping conditions have on the validity of psychological test results • Cooperate in assessment of motor skills
13. Upon request of physical education teacher	13. • Provide consultation regarding medical and developmental aspects of handicapping condition as it related to physical education activities • Provide suggestions for appropriate program design
14. Upon request of regular education teacher	14. • Conduct group and individual consultation and training to promote the indentification of handicapping conditions • Make recommendations for solutions to classroom architectural design problems • Facilitate implementation of coordination programs for handicapped students
15. Upon request vocational educator or vocational rehabilitation personnel	15. • Provide coordination in assessment and program design for prevocational, vocational, social and community adjustment • Share information relative to the physical readiness for vocational activity • Provide coordination in adapting equipment to environment to facilitate the vocational program

REPORTS TO Director of Clinical Services

CLIENTELE Handicapped Children

Tools/Equipment	Personnel Interface	Specific Outcome
12. • conferences • student records • test samples	12. • physical therapist • psychologist • district staff	12. Increased professional communication and assessment of motor skills and psycholsocial behavior
13. conferences	13. • physical therapist • physical education teacher • principal	13. Programming for adapted physical education that best fits the needs of the handicapped
14. • conferences • inservice training	14. • regular education teacher • principal • physical therapist	
15. • student records • conferences	15. • physical therapist • vocational educator/vocational rehabilitation personnel • principal	15. Programming for vocational education that best fits the needs of handicapped students

JOB TITLE Orthopedic Aide

DEPARTMENT Special Education

Initiation of Task	Task Description
1. Referral from Widener School principal or other professional personnel	1. Design, fabricate, maintain, repair, or adjust orthopedic and prosthetic equipment assistance devices for use by students with orthopedic handicaps; specific tasks include: • repair upper part of shoes, back stays and toe caps; build platform soles, insert arch supports, sock linings, innersole and heal pads • adjust crutches to desired length and adapt wooden crutches so they can be utilized as Canadian crutches • weigh crutches to fit individual needs; pad hand grips and make special adjustable straps • reconstruct and repair wheel chairs; replace parts such as screws and hand brakes, build and attach head rests to chairs, and repair the back and seat of chairs • assist in the area of special disabilities by creating adaptive devices for therapeutic purposes, such as prone boards, foot boards and stand tables • build adaptive devices and make appropriate adjustments for toys

REPORTS TO Director of Clinical Services

CLIENTELE Handicapped Students

Tools/Equipment	Personnel Interface	Specific Outcome
1. Tools needed for orthopedic and prosthetic repair trade in order to work in media such as wood, leather, and metal	1. • Widener School principal • occupational therapist • physcial therapist • medical supervisor • transportation staff • other staff	1. Students with orthopedic handicaps can enroll, attend, and function in appropriate educational programs with aid of prothetic and therapeutic devices

69

JOB TITLE Paraprofessional Shop Training Assistant

DEPARTMENT Special Education

Initiation of Task	Task Description
1. Need of special education student for support services in order to acclimate/adjust to career development activity or vocational program, curriculum, facility, or environment	1. Duties include but are not necessarily limited to: • carry out assignments, maintain records, etc. as prescribed by the training manager and school personnel • where appropriate, provide direct individualized instructional support to the mainstreamed special eduction students • monitor shop activities of the regular students if and when the shop instructor is working directly with the special students • follow roster of shop assignments as agreed upon by the principal and the training manager • assist the special students to understand the shop instructor's assignments and perform manipulative operations • help the students to build self-confidence through successful achievement in shop experiences • help students to build a positive outlook toward job-related skills, habits, attitudes, and behaviors • encourage perseverance and growth from short-term to long-term gratification • maintain a constant focus on shop safety at all times • help to identify learning concepts in need of reinforcement in the sending school or academic classroom • perform other related duties as required by appropriate personnel

REPORTS TO Director of Instructional Services

CLIENTELE Exceptional Children Career Development Activities or Vocational Programs

Tools/Equipment	Personnel Interface	Specific Outcome
1. • shop • shop materials • measurement instruments corresponding to the shop to which the student is assigned • written task sheets data collection forms • VEMIS • attendance records • informal counseling techniques	1. • school principal • department head • shop instructor • student(s)	1. Increase student's skills and adjustment and teach objectives as listed on the IEP. Track students and evaluate program.

JOB TITLE Photographer

DEPARTMENT Division of Career Education

Initiation of Task	Task Description
1. Request to develop mediated (slide) individualized, step-by-step instructional materials	1. To photograph step-by-step task-oriented job procedures
2. Request to photograph a school's curriculum components	2. Photograph the facilities and courses in the vocational, technical school
3. Request for photos of award winners and school ceremonies	3. Take news-type photos on black and white film at award and contest ceremonies

REPORTS TO Executive Director, Division of Career Education

CLIENTELE Vocational Students/Special Education Students

Tools/Equipment	Personnel Interface	Specific Outcome
1. • 35 mm camera • strobe unit • filter • color/slide film • various lenses • script	1. • workers on-the-job • job supervisors • curriculum writers	1. Production of slides to accompany individualized, instructional materials for handicapped learners
2. • 35 mm camera • various lenses • strobe unit • black and white and color film • script	2. • principal • teachers • students	2. A complete slide/tape recruitment and career awareness presentation of vocational/technical program options
3. • 35 mm camera • various lenses • strobe unit • black and white film • script	3. • principal • teachers • students • parent(s)	3. Black and white 8" x 10" photos of each award participant

JOB TITLE Physical Therapist

DEPARTMENT Support Services

Initiation of Task	Task Description
1. Student's need for developmental training	1. Transfer and positioning. Gross motor, fine motor and reflex training
2. Student's need for self-help or self-care training	2. Adaptive equipment for grooming, toileting, feeding (position/oral motor) Dressing with braces and artificial limbs
3. Student's need for individual and environmental adaptations	3. Provide individual and environmental adaptations through: • use of equipment (generally for total body position and posture) sedentary and mobile • removal of architectural barriers • training in the use and care of othotic and prosthetic devices • training in mobility and transfer skills
4. Student's need for functional mobility training	4. • Provide pregait and gait-evaluation • Train student in use and care of ambulation aids • Train student in balance and postural adjustment

REPORTS TO Director of Clinical Services, ~~Division of Special Education~~

CLIENTELE Handicapped Children

Tools/Equipment	Personnel Interface	Specific Outcome
1. Adaptive seating • transfer boards • mats • wedges • bolsters • therapy balls	1. • classroom teacher • student • parent(s) • principal • occupational therapist	1. Improved level of developmental functioning
2. Adaptive equipment for hand and other body parts	2. • classroom teacher • student • parent(s) • principal • occupational therapist	2. Improved self-help and self-care skills
3. Lumber, foam, and vinyl fabric • construction tools	3. • classroom teacher • student • parent(s) • principal • occupational therapist	3. • Improved mobility and transfer skills • Ability to use and care for prosthetic and orthotic devices • Ability to adapt to the environment through the use of equipment
4. • crutches • canes • walkers	4. • classroom teacher • student • parent(s) • principal • occupational therapist	4. • Improved skills in the use and care of ambulation aids • Improved balance

JOB TITLE Physical Therapist

DEPARTMENT Supportive Services

Initiation of Task	Task Description
5. Student's need for motor skills, and adjustment musculoskeletal system disability	5. Develop approprate exercises/activities for use with students having musculoskeletal deformities and deviations including those designed for: • muscle strength and endurance • motor coordination • functional joints-range of motion • motor planning and establishing motor patterns • muscle tone normalization • postural defects • postural adjustments • oral motor improvements • dominance
6. Student's need for sensory-motor integrative skills training	6. Develop appropriate exercises/activities to improve integrated function in the following areas: • balance (equilibrium responses) • touch • taste • visual • auditory • propricoceptive • kinesthetic
7. Student's need for prevocational and vocational skills training	7. Measure, evaluate, and remediate (when necessary) the strengths, endurance, and motor coordination needed for the student to enroll in, adjust to, and successfully complete career development activities and appropriate vocational programs as identified by the student, parent(s) and CSET

REPORTS TO Director of Clinical Services

CLIENTELE Handicapped Children

Tools/Equipment	Personnel Interface	Specific Outcome
5. • crutches • canes • walkers	5. • classroom teacher • student • parent(s) • principal • occupational therapist	5. Improved motor skills through training with the musculoskeletal systems
6. • crutches • canes • walkers	6. • classroom teacher • student • parent(s) • principal • occupational therapist	6. Improved sensory-motor integrative skills
7. • evaluative tools and methods • testing • conferences	7. • student • parent(s) • CSET team • vocational and classroom teachers • principal • occupational therapist	7. measurement, evaluation, and remediation of prevocational and vocational skills

JOB TITLE Physical Therapist

DEPARTMENT Supportive Services

Initiation of Task	Task Description
8. Upon request of principal/other CSET members	8. Participate in CSET meeting(s)
9. Upon request of speech and language therapist	9. Provide: • consultation regarding respiration for vocalization and posture/mobility status related to use of communication boards • consultation regarding oral motor reflexes and feeding programs; • cooperation in identification, assessment, program design, instruction, and reevaluation
10. Upon need/request of parent	10. Provide: • consultation and training regarding the use of equipment for total body position and posture in the home • consultation and training concerning adaptions to the home environment, positioning, handling, self-care, and general home management of handicapping conditions

REPORTS TO Director of Clinical Services

CLIENTELE Handicapped Children

Tools/Equipment	Personnel Interface	Specific Outcome
8. • records • meetings • conferences	8. Occupational therapist • principal • teacher • special education representative • school nurse • other CSET member	8. • An appropriate IEP • Appropriate program placement • Provision of appropriate support services
9. • consultations • testing • recording devices and testing instruments	9. • occupational therapist • speech and language team • student	9. • Appropriate identification and assessment of speech and language handicaps • Appropriate pro-design, instruction, and reevaluation for students with speech and language handicaps
10. • home visits • conferences • demonstrations • sample equipment	10. • occupational therapist • parent(s) • student • principal	10. Improved home management of handicapped individuals

JOB TITLE Physical Therapist

DEPARTMENT Supportive Services

Initiation of Task	Task Description
11. Upon request of special education teacher	11. Provide: • individual and group counseling and training to ensure identification of children in need of OT or PT as related services • assist teacher in grouping children appropriately for motor coordination programs
12. Upon request of psychologist	12. • Share information related to the effect handicapping conditions have on the validity of psychological test results • cooperate in assessment of motor skills and psychosocial behavior
13. Upon request of adapted physical education teacher	13. Provide: • consultation regarding medical and developmental aspects of handicapping condition as it relates to physical education activities • suggestions for appropriate program design
14. Upon request of school nurse	14. • Exchange medical information and facilitate contacts with medical personnel

REPORTS TO Director of Clinical Services

CLIENTELE Handicapped Children

Tools/Equipment	Personnel Interface	Specific Outcome
11. • demonstrations • conferences • inservice training	11. • occupational therapist • special education teachers • principal	11. • Identification of students in need of PT/OT services • Appropriate grouping of children for motor coordination programs and behavior management
12. • conferences • student records • test sample	12. • occupational therapist • psychologist • district staff	12. Increased professional communication and assessment of motor skills and psychosocial behavior
13. • conferences	13. • occupational therapist • adapted physical education teacher	13. Programming for adapted physical education that best fits the needs of the handicapped
14. • meetings • student records • conferences • visits to other agencies	14. • school nurse • medical personnel • agency personnel • principal	14. Improved professional communication and referrals to medical personnel

JOB TITLE Physical Therapist

DEPARTMENT Supportive Services

Initiation of Task	Task Description
15. Upon request of regular education teacher	15. • Conduct group and individual consultations and training to promote the identification of handicapping conditions • make recommendations for solutions to classroom architectural problems and facilitate implementation of coordination programs for handicapped students
16. Upon request of vocational educator or vocational rehabilitation personnel	16. • share information relative to the physical readiness for vocational activity • coordinate the adaptation of equipment to facilitate vocational programming

REPORTS TO Director of Clinical Services

CLIENTELE Handicapped Children

Tools/Equipment	Personnel Interface	Specific Outcome
15. • conferences • inservice training	15. • regular education teacher • principal • occupational therapist • school staff	
16. • student records • conferences	16. • occupational therapist • vocational educator/vocational rehabilitation personnel • principal	16. Programming for vocational education that best fits the needs of handicapped students

JOB TITLE Psychiatric Consultant

DEPARTMENT Special Education

Initiation of Task	Task Description
1. Referred by CSET with concurrence of parent(s) after recommendation of school psychologist	2. Identification, diagnosis, and evaluation
2. Mandated by inclusion in the prescriptive plan in the IEP	2. Provision of supportive services to be assigned to socially and emotionally disturbed classrooms by reviewing individual student's monthly progress with the teacher and parent(s)

84

REPORTS TO Director of Clinical Services, ~~Division of Special Education~~

CLIENTELE Students referred for socially and emotionally disturbed placement and students currently placed in classes for the socially and emotionally disturbed

Tools/Equipment	Personnel Interface	Specific Outcome
1. • review of psychological and educational evaluations • therapeutic interviews	1. • CSET • other school staff • parent(s) • student	1. • Full psychiatric report identifying nature and severity of disturbance, as well as clear definitions of both evaluational and therapeutic needs • Preparation of a prescriptive plan to be included in the IEP
2. behavioral progress charts	2. • teacher • student • parent(s)	2. Teacher and students will understand the child's behavior in relation to increasing growth and development

JOB TITLE School Nurse

DEPARTMENT Health Services

Initiation of Task	Task Description
1. Local policy/guidelines	1. Participate as core member of CSET for children who have educationally relevant medical problems
2. Age/grade of student	2. • Perform periodical and special medical screenings • Aid school physician during examinations
3. Upon request of professional staff	3. Perform annual diagnostic and growth screening tests
4. Information provided by dental hygienist	4. Schedule dental examinations
5. Testing and examinations	5. • Interpret and communicate status of students to parents, students, and school personnel and counsel them in planning any necessary action • Refer students and their parents to community health agencies • Conduct follow-up procedures

REPORTS TO Director of Health Services

CLIENTELE Handicapped Students

Tools/Equipment	Personnel Interface	Specific Outcome
1. • medical records/reports • screening results • CSET reports	1. • CSET members • parent(s) • student • teachers	1. Identification of educational implications of student's medical condition
2. • medical equipment • records • examinations	2. • school physician • teachers • students • parent(s)	2. Identification of potential health problems
3. • medical equipment • records • examinations	3. • parent(s) • school physician • students • teachers	3. • Identification of health problems • Recording of growth information
4. • dental records	4. • dental hygienist	4. Improvement. maintenance of dental health
5. • medical records • counseling techniques • agency visits • home visits	5. • school physician • teachers • school staff • students • parents • community health agencies	5. Reduction of problems that interfere with learning

JOB TITLE School Nurse

DEPARTMENT Health Services

Initiation of Task	Task Description
6. Local policy/guidelines	6. • Maintain and conduct school health room activities • Provide first aid • Remain alert to health and safety standards • Maintain comprehensive student health records, including findings of screenings, examinations, and illness, and sensory acuity • Record health program data for evaluation, research, and continuity of school nursing services • Arrange for physcial examinations for students thought to need PT/OT services

88

REPORTS TO Director of Health Services

CLIENTELE Handicapped Students

Tools/Equipment	Personnel Interface	Specific Outcome
6. • medical equipment • examinations • audiometer • eye charts	6. • school principal • teachers • school physician • students • parents • medical consultants • physical/occupational therapist(s)	6. • Maintenance of school health and safety standards • Provision of emergency first aid care • Comprehensive student health records • Possible provision of PT/OT services

JOB TITLE School Community Coordinator

DEPARTMENT Field Operations

Initiation of Task	Task Description
1. Eligibility of Title I exceptional students in need of liaison services between home and school	1. Promote a positive relationship between parents and school staff regarding: • student learning styles • student health status • student's behavior • student's attendance/motivation • student's school activities and achievement/participation • communication channels between the school and the neighborhood • program options including career development activities and vocational education • informational and other needs of new residents in the local school community

REPORTS TO Associated Superintendent of Field Operations

CLIENTELE Exceptional Students in Title I Schools

Tools/Equipment	Personnel Interface	Specific Outcome
1. • interviews with parents • conferences with teachers • home visits • counseling techniques • services of external agencies • community meeting to explain school programs and facilities	1. • school staff • CSET • parent(s) • student(s) • district offices • administrative superior(s) • community agency personnel • community residents	1. Successful acclimation and adjustment of Title I exceptional student(s) to school programs/environment and community residents who are knowledgeable and supportive of school programs/goals

JOB TITLE Speech Correction and Language Teacher

DEPARTMENT Special Education

Initiation of Task	Task Description
1. Special education placement or referral from parent(s), teacher, nurse, or external agency	1. Screen all identified exceptional students within one year of special education placement
2. Second grade placement	2. Screen all second grade students
3. Result of screening, parent referral, teacher referral, or nurse referral	3. After screening, identify students with speech and language deficiencies

REPORTS TO Director of Clinical Services, Division of Special Education

CLIENTELE Speech- and Language-Impaired Students

Tools/Equipment	Personnel Interface	Specific Outcome
1. • Templin & Darley Test of Articulation • informed assessment of language	1. • classroom teacher • parent(s) • nurse (auditory acuity) • student	1. Diagnostic evaluation. Contact with teacher or parent. Identification of activities to stimulate speech and language development.
2. • Ericson Van Riper Predictive Screening • teacher-made scales • Carrow Test of Auditory Comprehension of Language • McDonald screening portion • Boehm Test of Basic Concepts	2. • classroom teacher • parent(s) • nurse (auditory acuity) • student	2. Diagnostic evaluation. Contact with teacher or parent. Identification of activities to stimulate speech and language development
3. • more specific/ more sophisticated tests • evaluation records	3. • school staff • nurse • parent(s) • external agency personnel	3. Identification of speech and language problems. Nature of service recommended. Eligibility established.

JOB TITLE Speech Correction & Language Teacher

DEPARTMENT Special Education

Initiation of Task	Task Description
4. Recommendation for in-depth evaluation diagnosis	4. Diagnosis of specific problems
5. Prescription is written (defined pathology)	5. Development of speech and language IEP
6. Mandated by IEP (defined pathology) and diagnosis of information	6. Implementation/service delivery through consultant support services

REPORTS TO Director of Clinical Services

CLIENTELE Speech and Language Impaired Students

Tools/Equipment	Personnel Interface	Specific Outcome
4. • in-depth examination • outside evaluation • input from other evaluations	4. • outside medical personnel • school staff • nurse • parent(s) • CSET members • student	4. Detailed identification of specific speech and language problems, Prescription for the speech and language problem
5. • IEP form/ procedures	5. • CSET team • parent(s) • student (where appropriate)	5. IEP and prescription to compensate for speech and language or remediate problem
6. Consultant services related to particular problems: • communication system (language board) • signing • amplification system (earphones) • specific curricular language	6. • teacher • student • parent(s) • counselor • principal • classroom aide(s)	6. Improved speech language skills and acclimation/adjustment of speech-impaired student to appropriate school program Implementation of IEP

JOB TITLE Speech Correction & Language Teacher

DEPARTMENT Special Education

Initiation of Task	Task Description
7. Diagnostic information and IEP (defined pathology)	7. Provide prescriptive work: • direct involvement with child, depending upon the child's needs • familiarization of students involved with speech/language therapy with vocabulary in career development activities and/or particular vocational area
8. IEP implementation guidelines	8. Record student's progress
9. Student accomplishment of goals for effective communication. Revision of IEP.	9. Dismissal from service

REPORTS TO Director of Clinical Services

CLIENTELE Speech- and Language-Impaired Students

Tools/Equipment	Personnel Interface	Specific Outcome
7. • tape recorder • auditory trainer mirrors • recordings • charts and records • speech book • instructional aids • word lists of vocational/career curriculum development • on-the-job words, idioms, and terminology	7. • special or regular teacher(s) • vocational teacher(s) • parent(s) • counselor • principal • classroom aides • students	7. • Implementation of the IEP • Student gains the confidence to interact in social settings, and vocational settings.
8. • daily or weekly monthly report forms and procedures	8. • classroom teacher(s) • parent(s) • classroom aide(s)	8. Program evaluation
9. • student's progress reports • evaluation records • reevaluations by professional staff	9. • classroom teachers • parent(s) • classroom aide(s) • CSET • student, where appropriate	9. Related to speech and language skills, student will function independently in educational and vocational settings

JOB TITLE Vocational Education Project Assistant

DEPARTMENT Division of Career Education

Initiation of Task	Task Description
1. At request of director, vocational education	1. • Prepare instructional materials for use at the project site • Assist coordinator or instructional personnel in the implementation of individualized instructional programs
2. At request of teacher or coordinator	2. Provide instructional assistance to small groups of students
3. Need for activities to implement and maintain projects	3. • Distribute incoming materials • Maintain commercial catalog files • Inventory/control of equipment • Review/evaluation of commercially prepared programs and instructional materials

REPORTS TO Director, Office of Vocational Education

CLIENTELE Vocational Students

Tools/Equipment	Personnel Interface	Specific Outcome
1. • State and local guidelines • curriculum references • advisory boards • conferences • implementation strategies • inservice training • classroom visits	1. • project assistants • teachers • career development assistant • information specialist • coordinators and/or instructional personnel • students • supervisors	1. Instructional programs and materials that meet the individual needs of students
2. • demonstrations • audiovisuals • discussion/explanation	2. • teachers • students • project assistants • coordinator	2. Individualized instruction that meets the needs of students as stated on the IEP
3. • instructional materials • curriculum catalogs • audiovisual catalogs • files	3. • teachers • project assistants • clerks in shipping and receiving • supervisors • career development specialists • information specialists • vendors	3. Availability of products and equipment for instructional programs

SUMMARY

The diversity of roles among supportive services personnel presents a challenge not only in identifying persons with relevant professional and personal qualifications but also in finding time and opportunities for these professionals to implement the necessary services.

Supportive service personnel are expected to be involved in a broad range of responsibilities related to their specialities. Among these are parent training; counseling to teachers, parents and students; participation in the CSET; assessment, program planning, placement, and referral processes. The primary purpose of the supportive services personnel is to assist the handicapped student to be succesful in the least restrictive environment. This task requires that the support service personnel interact with educators, families, administrators, and outside agency personnel. The specific responsibilities grids are provided in order to assist the supportive service personnel to carry out their particular tasks.

ANNOTATED BIBLIOGRAPHY

101

Entries in this bibliography were collected and catalogued for the use by supportive services personnel in the Philadelphia School District. The objectives are to provide assistance

- o in the identification of materials to be utilized for both general curriculum and specialized programs;
- o locating materials that present procedures and methods for serving both special education and vocational education.

Entries in this bibliography were identified through literature searches of the Educational Resources Information Center (ERIC) Clearinghouse which consists of

- o articles from over 700 journals indexed by the Current Index to Journals in Education (CIJE) and
- o research reports, papers, bibliographies, and books indexed by Resources in Education. (RIE)

Insofar as possible, each catalog entry gives the title, developing institution or author with address, date, number of pages, and price. An abstract follows which is drawn in most cases directly from the ERIC entry. Entries with an "ED" number included may be obtained in microfiche (MF) or hard copy (HC) from the ERIC Document Reproduction Service, Leasco Information Products, 4827 Rugby Avenue, Bethesda, Maryland, 20014

ED135983 CE009858

Training Manual: Paraprofessionals. Vocational Strategies for Special Needs Students.

Blanc, Doreen V.

Boston State Coll., Mass.

1976 67 p.; For related documents see CE 009 855-859.

Sponsoring Agency: Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Bureau No.: R-8376

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEAUG77

Designed as a guide to the inservice training of instructional aides in the Vocational Strategies for Special Needs Students Program in Boston, this manual is intended to aid in the general training of paraprofessionals. The inservice training program outlined is aimed at developing the relationship building skills of the instructional aide at the shop training station, in the resource room, and in the counseling situation. Part A of the manual contains a description of the prospective paraprofessional, the process for hiring, and the responsibilities of vocational instructional aides; a job application form; a discussion of staff structure including the roles of vocational (shop) instructor, resource room teacher, teacher counselor, and training coordinator; and notes on where the use of paraprofessionals has been effective. Part B outlines the seven units of the training program which focus on specific vocational skills, clinical psychology, handicaps, study of work, and utilizing resources. Suggestions for the trainer include teaching procedures and techniques for the workshop sessions. Suggested format is seven units of workshops, each consisting of five sessions conducted by community experts on topics necessary to effective performance of vocational instructional aides and five complementary sessions conducted by the training coordinator for integrating instructional aides into the total support team and for involving them in verbal and written communication skills. (TA)

EJ217849 EC121700

The Increasing Need for Braille for Vocational Purposes.

Boulter, Eric T

Journal of Visual Impairment and Blindness. (Braille Then, Now, and What Next) v73 n8 p335-37 Oct 1979

Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

The increasing use of braille to enable blind individuals to reach their full potential in vocational situations is stressed. Improvements in the production of braille are traced and two methods of braille printing are explained. (PHR)

ED191231 EC124593

Resources - 1980

Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa. Resources, v12 n1 Jan 1980, n2 May 1980 17 p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIALS (055); JOURNAL ARTICLE (080).

Geographic Source: U. S./Pennsylvania

Journal Announcement: RIEJAN81

Government: State

The documents present two issues of Resources, a newsletter from the Pennsylvania Regional Resources Center of Eastern Pennsylvania for Special Education. The first issue lists and describes 65 media equipment items that have application for special education. Included as a device that holds a book or magazine at the proper reading angle and turns the pages for those who are physically unable to do so, a modified cassette recorder and player that can expand or compress speech from 1/2 to 2-1/2 times the normal speed, and an electronic speech synthesizer for non verbal/nonvocal people.

The addresses of the companies offering these devices are also given, and some of the devices are illustrated. The second issue describes and provides the ordering addresses of over 100 instructional materials for vocational education for handicapped and normal students. (DLS)

ED143859 CE012521
The Paraprofessional in Vocational Education Programs for Disadvantaged and Handicapped Students.
Dean, Marshall A.
Link Educational Labs., Hope Hull, Ala
1977 32 p.
Available from: Link Educational Laboratories, P.O. Box 25, Hope Hull, Alabama 36043 ($3.25)
EDRS Price - MF01 Plus Postage.
PC Not Available from EDRS
Language: English
Document Type: BOOK (010)
Journal Announcement: RIEFEB78

How paraprofessionals in vocational education programs for the disadvantaged and handicapped are being selected, trained, paid, and utilized is the major focus of the study presented in this document. The need for paraprofessional help and the use of the paraprofessional's time in serving handicapped students is discussed first. Then the barriers which prohibit or limit the use of paraprofessionals are presented. Examples of inservice education programs for paraprofessionals in vocational education settings for handicapped and disadvantaged students are included. A discussion factors adding impetus to the increased use of paraprofessionals precedes the author's conclusions. Two major conclusions are stated: The paraprofessional is becoming an important member of the teaching staff and will be employed in even greater numbers in the years ahead; and both professionals and paraprofessionals must learn to work together. Finally, based on the finding that training for mainstreaming has been inadequate, the author outlines six features to be included in a new, inservice training model designed on a team learning concept. Seven summary statements of the research findings conclude the report. (BM)

EJ217806 EC121647

A Trio in Piano.

Boland, Sandra K.

Education Unlimited, v1 n3 p42-43 Sep 1979

Language: English

Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)

The article briefly highlights a few of the experiences of a commercial food preparation teacher, an auto body teacher, and a special education aide who all work together to provide a comprehensive vocational program for mainstreamed handicapped high school students at Plano High School in Plano, Texas.

ED173536 CE019606

Job Placement and Adjustment of the Handicapped: An Annotated Bibliography. Information Series No. 146.

Kowle, Carol P., Comp.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

1979 29 p.; For related documents see CE 019 603-618

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: 498AH80003

Contract No : 300-78-0032

EDRS Price - MF01/PC02 Plus Postage

Language: English

Document Type: BIBLIOGRAPHY (131); SERIAL (022)

Geographic Source: U.S /Ohio

Journal Announcement: RIEDEC79

One in a series of sixteen knowledge transformation papers, this annotated bibliography covers journal articles, and documents published between 1966 and 1978 on the topics of job placement and adjustment of the handicapped. Fourteen journal articles and thirty-two documents are presented in annotations ranging from approximately fifty words for the articles to two hundred words for the documents. The types of documents include final project reports, papers presented at meetings,

workshop and institute proceedings, annotated resource guides' follow-up studies, and annotated bibliogra bibliographies. Full citations are provided for both articles and documents to facilitate their access by special educators and vocational educators. Since the bibliography was generated through computer searches of the ERIC database, ERIC document numbers are given as well as information on ordering reproductions from ERIC. (ELG)

ED174835 CE022467

Supportive Services for Special Needs Students in Mainstreamed Vocational Programs. Final Report.

National Evaluation Systems, Inc., Amherst, Mass.

Apr 1979 18 p.; For a related document see CE 022 468

Sponsoring Agency: West Virginia State Dept. of Education, Charleston, Bureau of Vocational, Technical, and Adult Education.

EDRS Price - MF01/PC01 Plus Postage

Language: English

Document Type: PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S./West Virginia

Journal Announcement: RIEJAN80

Government: State

A project was designed to develop guidelines which would give direction to local school personnel in the implementation of supportive services for the special needs population participating in regular vocational education programs. Following a literature search, telephone interview instruments were developed and administered to school administration and support personnel within selected West Virginia mainstreamed vocational programs. The purpose of the interviews was to determine supportive services provided as well as those needed among the programs and to identify problems and needed improvements in those services already being provided Findings were reviewed by a task force of West Virginia vocational school specialists from across the state and a preliminary content outline was drafted: (1) vocational evaluation/ remediation, (2) instructional support services, (3) guidance and counseling services, (4) job placement/follow-up services, and (5) special support services. The task force also reviewed the full working outline and the final draft. (The interview instruments for support personnel and administrators are appended. The product, "Supportive Services for Special Needs Students in Regular Vocational Programs," is available separately--see note.) (LRA)

ED174836 CE022468

Supportive Services for Special Needs Students in Mainstreamed Vocational Education Programs: Guidelines for Implementation.

National Evaluation Systems, Inc., Amherst, Mass.

Apr 1979 73 p.; For a related document see CE 022 467.

Sponsoring Agency: West Virginia State Dept. of Education, Charleston, Bureau of Vocational, Technical, and Adult Education.

EDRS Price- MF01/PC-3 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S./West Virginia

Journal Announcement: RIEJAN80

Government: State

Designed for vocational instructors and local school administrative personnel, these guidelines suggest ways for improving the vocational, education of mainstreamed special needs students by providing supportive services to best meet visually handicapped, orthopedically impaired, seriously emotionally disturbed, or learning disabled. The first of six sections discusses the identification of and prescription for students with special needs. Section 2 relates instructional supportive services and the role of the vocational instructor. The third section expands upon the relationship of guidance and counseling services and the role of the vocational instructor. Section 4 discusses the identification of job opportunities, job placement, follow-up services and the role of the vocational instructor. The fifth section describes corrective and other supportive services designed specifically for those students with physically related problems and supportive services available outside the local school. The final section describes funding provisions for excess costs involved in providing supportive services for special needs students in regular vocational education programs. A sample listing of out of school support agencies providing support to persons with disabilities is given. (LRA)